

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

Academic Senate Agenda
November 19, 1991
UU 220 3:00-5:00 p.m.

*10-29-91
minutes were
removed*

- I. Minutes: Approval of the October 29, 1991 Academic Senate minutes (pp. 2-5).
- II. Communication(s) and Announcement(s):
 - A. Reading List (p. 6).
 - B. Openings for International Programs Resident Director Assignments (pp. 7-8).
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. CFA Campus President
 - F. CSEA Campus President
 - G. ASI Representatives
- IV. Consent Agenda:
 - A. GE&B Proposal for HUM X402-Vilkitis, co-chair of the GE&B Committee (p. 9).
 - B. Curriculum Proposal for Biological Sciences Department-Bailey, chair of the Curriculum Committee (pp. 10-11).
 - C. Curriculum Proposal for Natural Resources Management Department-Bailey, chair of the Curriculum Committee (pp. 12-14).
- V. Business Item(s):
 - A. Resolution on Faculty Suspension With Pay-Berrio, chair of the Personnel Policies Committee, second reading (p. 15).
 - B. Voting Membership of the General Faculty-DeMers, chair of the Constitution and Bylaws Committee, second reading (p. 16).
- VI. Discussion Item(s):

Formation of Ad Hoc Committee for Program Review Criteria (p. 17).
- VII. Adjournment:

ACADEMIC SENATE READING LIST
FALL QUARTER 1991

<u>date</u>	<u>reading material</u>
9/13/91	Academic Senate CSU resolutions considered at their September 5-6, 1991 meeting (Academic Senate CSU)
10/1/91	Sabbatical and Difference-In-Pay Leaves (memo from Vice President Koob to deans, et al.)
11/7-8/91	Academic Senate of the CSU Agenda for November 7-8, 1991 (Academic Senate CSU)

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-5655

RECEIVED

OCT 18 1991

Academic Senate

Code: AA 91 - 20

Date: October 11, 1991
To: Vice Presidents, Academic Affairs
From: Lee R. Kerschner
Vice Chancellor
Academic Affairs
Subject: Openings for 1993-94 and 1993-95 International Programs Resident
Director Assignments

Enclosed is your copy of a memorandum addressed to your campus representative to the Academic Council on International Programs (ACIP), a sample of the Resident Director application packet, and suggested text for your use in announcing the availability of these challenging and rewarding assignments for qualified CSU faculty.

I would like to ask for your assistance in publicizing and promoting faculty interest on your campus in applying for resident director positions. The International Programs is making a concerted effort to recruit highly qualified faculty and is particularly interested in receiving applications from underrepresented faculty groups, specifically minorities and women. Application packets and further information on the International Programs Resident Director selection process are available from your campus ACIP representative whose name and contact information appears on the attached roster.

Thank you for your assistance.

Distribution:

Presidents
Chair, Statewide Academic Senate
Chair, Statewide and International
Programs Committee, Statewide Academic Senate
Chairs of Faculty Senate
Academic Council Member
Directors of Public Affairs
IP Campus Coordinators
Chancellor's Office Staff

APPLICATIONS INVITED FOR
CSU INTERNATIONAL PROGRAMS RESIDENT DIRECTOR
APPOINTMENTS FOR 1993-94 or 1993-95

The CSU International Programs is calling for applications for its twelve-month, full-time, academic year Resident Director positions in France, Germany, Italy, Mexico, Spain, for the 1993 calendar year in Zimbabwe and for its twelve-month, part-time, academic year (1/5) positions in Israel and Japan. The term of appointment is usually one year, but may be two years in exceptional cases. A CSU Resident Director position provides qualified CSU faculty members with an opportunity to be a vital part of the special experience of students involved in intercultural learning, to develop their administrative skills, and to utilize their international communicative skills in a rewarding, professional environment. Faculty from all disciplines, minorities, women, and those who have never had the opportunity previously to serve in one of these positions are especially encouraged to apply.

CSU Resident Directors are compensated at their current level of appointment (on a twelve-month basis) and receive a 10% salary differential for overseas assignment. In addition, the International Programs provides the Resident Director (but not dependents) round trip airfare and travel expenses.

To qualify for appointment, applicants must meet these standards: Full-time, tenure-track appointment to the faculty or academic administrative staff of a CSU campus; possession of a Ph.D. or other terminal degree; and appropriate overseas experience. For France, Germany, Italy, and Spain, applicants must possess the ability to speak and write the relevant language. Language ability is highly desirable for the other non-English speaking countries. Administrative ability and a personal and professional commitment to international education are also required. It is desired that applicants have had experience in disbursing and accounting for state funds. For Zimbabwe, experience in sub-Saharan Africa is highly desirable.

Application materials and further information may be obtained from the San Luis Obispo representative to the Academic Council on International Programs, Dr. Donald Floyd in Social Sciences, ext. 2828 or 2260, or contact the Office of International Programs, The California State University, 400 Golden Shore, Suite 300, Long Beach, California 90802-4275, tel: (213) 590-5655.

*The CSU International Programs is an
Affirmative Action/Equal Opportunity Employer*

General Education and Breadth Proposal

1. PROPOSER'S NAME School of Liberal Arts	2. PROPOSER'S DEPARTMENT Humanities
3. SUBMITTED FOR AREA (include section, and subsection if applicable) GE&B Area C.3	
4. THIS PROPOSAL IS FOR: ___ New Course <u>xx</u> Change to an Existing GEB Course ___ Existing Course Proposed for Addition to GEB	
5. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION (follow catalog format) HUM X402 VALUES AND TECHNOLOGY (3) Humanistic investigation into the theoretical and practical applications of technology with specific reference to the social effects of technological change. For all majors. Non-technical. 3 lectures. Prerequisite: Junior standing and ENGL 215 or ENGL 218.	
6. SUBCOMMITTEE RECOMMENDATION AND REMARKS The only change being made to this course is the addition of one activity section in place of one of the lecture meetings. APPROVE	
7. GE & B COMMITTEE RECOMMENDATIONS AND REMARKS APPROVE	
8. ACADEMIC SENATE RECOMMENDATION	

BIOLOGICAL SCIENCES DEPARTMENT

October 28, 1991

1992-94 CATALOG PROPOSALS - REVISED

ITEMS THAT WERE TABLED OR DISAPPROVED SPRING 1991

VP (Vice President Academic Affairs), AS (Academic Senate),
CC (Curriculum Committee)
A = Approved, A* = Approved pending technical modification,
AR = Approved with Reservation (see Committee Comments),
T = Tabled (see Committee Comments), D = Disapproved

V	A	C
P	S	C

I. Marine Biology Concentration, B.S. Biological Sciences

A

Delete from BS Biological Sciences and create new Marine Biology and Fisheries Concentration under BS Ecology and Systematic Biology.

II. Fisheries and Wildlife Concentration, B.S. Ecology and Systematic Biology

Split concentration into:

A

Marine Biology and Fisheries Concentration, BS Ecology and Systematic Biology

A

Wildlife Biology Concentration, BS Ecology and Systematic Biology

5 22

B.S. Biological Sciences

Marine Biology Concentration

BIO 328 Marine Biology	4
BOT 437 Algology	4
ZOO 322 Ichthyology	4
ZOO 336 Invertebrate Zoology	4
Adviser approved elective	2
BIO 437 recommended	

18

B.S. Ecology and Systematic Biology

Fisheries and Wildlife Concentration

CONS 320 Fishery Resource Management	4
CONS 431 Game Management	4
FNR 203/CONS 120 Fisheries & Wildlife Mgmt	3
ZOO 321 Mammalogy or ZOO 322 Ichthyology	
or ZOO 323 Ornithology	4
Select with adviser approval from:	12
BIO 328, 334, 437,	
CONS 207, 221, 320, 422, 426, 427, 431, 433,	
ENT 421,	
FNR 203, 302, 406,	
ZOO 321, 322, 323	

27

1992-94

B.S. Ecology and Systematic Biology

Marine Biology and Fisheries Concentration

BIO 328 Marine Biology <u>or</u> BIO 334 Limnology	3
BOT 437 Algology	4
CONS 320 Fishery Resource Management <u>or</u>	
CONS 422 Freshwater Fisheries	3
ZOO 322 Ichthyology	4
ZOO 436 Functional Invertebrate Zoology	4
Select with adviser approval from:	7

BIO 328, 334, 437
CONS 422, 426, 433
ENT 421
FNR 203, 406
ZOO 321, 341

27

Wildlife Biology Concentration

CONS 120 Fisheries and Wildlife Management	3
CONS 427 Habitate Management	4
CONS 431 Game Management	4
ZOO 321 Mammalogy	4
ZOO 323 Ornithology	4
Select with adviser approval from:	12
BIO 334	
CONS 207, 210, 221, 426	
ENT 421	
FNR 203, 302, 406	
ZOO 341	

31

NATURAL RESOURCES MANAGEMENT DEPARTMENT

1992-94 CATALOG PROPOSALS - REVISED
ITEMS THAT WERE TABLED OR DISAPPROVED SPRING 1991

VP (Vice President Academic Affairs), AS (Academic Senate),
CC (Curriculum Committee)

A = Approved, A* = Approved pending technical modification,

AR = Approved with Reservation (see Committee Comments),

T = Tabled (see Committee Comments), D = Disapproved

I. DELETED COURSES -----

1. FOR 120 Fisheries and Wildlife Management (3) 3 lec

II. CHANGES TO EXISTING COURSES -----

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

1. FOR 300 prereq from CSC 110 to AG 250/CSC 113
2. NRM 401 prereq from ECON 211, NRM 302 to ECON 201

III. CURRICULUM CHANGES -----

1. Change CSC 110/CSC 111 (F.1) to AG 250/CSC 113
2. Change ECON 201/ECON 211 (D.3) to ECON 201 (D.3)

See following page for comparison listing of concentration courses:

Environmental Management Concentration

3. Delete NRM 405 Applied Resource Analysis (4)
4. Delete NRM 417 Resource Recreation Planning (3)
5. Delete POLS 314/404/405
6. Add restricted electives with prior written approval of advisor (7)
7. Change total units from (29) to (26)

Forest Resources--Management Concentration

8. Delete FOR 332 Forest Products (3)
9. Add FNR 332/434/438 (4/2/2)
10. Delete FOR 345 Chaparral Management (3)
11. Delete FOR 434 Tree Growth and Wood Properties (3)
12. Add FNR 100/FNR 339/COOP 486 (4/4/6)
13. Change units from (29) to (26)

Forest Resources--Urban Forestry Concentration

14. Move FOR 342, NRM 311, OH 421, OH 422, SS 310 to elective list
15. Change restricted electives with prior written approval of adviser from (1) to (14)
16. Change units from (29) to (26)

Forest Resources--Watershed, Chaparral and Fire Management Concentration

17. Move AE 445, FOR 350/450, STAT 313 to restricted electives list
18. Change restrictive electives from (1) to (7) with prior written approval of adviser
19. Change units from (29) to (26)

Parks and Forest Recreation Concentration

21. Move CONS 120, FOR 342, FOR 350, NRM 203 to restricted electives list
22. Delete NRM 410 Resource Recreation Management (4)
23. Delete NRM 417 Resource Recreation Planning (3)
24. Add FNR 100/339/COOP 486 (2/2/6)
25. Add restricted electives with prior written approval of adviser (12)

V P	A S	C C
		A A
		A A
		A A A A A
		A A A A A A
		A A A
		A A A A A A

1990-92

Environmental Management Concentration

FNR 339 Internship in FNRor	
FNR 400 Special Problems	4
FNR 405 Applied Resource Analysis	4
FNR 407 Environmental Law	3
FNR 408 Water Resource Law and Policy	3
POLS 314/POLS 404/POLS 405	3
FNR 417 Resource Recreation Planning	3
ENVE 330 Environmental Quality Control	3
CRP 212 Introduction to Urban Planning	3
SS 433 Land Use Planning	3
	<hr/>
	29

1992-94

Environmental Management Concentration

FNR 339 Internship in FNRor	
FNR 400 Special Problems	4
FNR 404 Environmental Law	3
FNR 408 Water Resource Law and Policy	3
CRP 212 Introduction to Urban Planning	3
ENVE 330 Environmental Quality Control	3
SS 433 Land Use Planning	3
Restricted electives with prior written approval of adviser	7
	<hr/>
	26

1990-92

Forest Resources Management Concentration

FNR 332 Forest Products	3
FNR 333 Hardwood Management	3
FNR 342 Fire Ecology	3
FNR 345 Chaparral Management	3
FNR 434 Tree Growth and Wood Properties	3
Restricted electives with prior written approval of adviser	14
	<hr/>
	29

1992-94

Forest Resources Management Concentration

FNR 332/434/438	2
FNR 333 Hardwood Management	3
FNR 100/339/CoOp.	4
FNR 342 Fire Ecology	3
Restricted electives with prior written approval of adviser	14
	<hr/>
	26

1990-92

Forest Resources Urban Forestry Concentration

FNR 325 Woodlot Management	3
FNR 333 Hardwood Management	3
FNR 342 Fire Ecology	3
FNR 350 Urban Forestry	3
FNR 450 Community Forestry	3
FNR 311 Environmental Interpretation	4
OH 421 Arboriculture	4
OH 422 Advanced Arboriculture	2
SS 310 Urban Soils	3
Restricted elective with prior written approval of adviser	1
	<hr/>
	29

1992-94

Forest Resources Urban Forestry Concentration

FNR 325 Woodlot Management	3
FNR 333 Hardwood Management	3
FNR 350 Urban Forestry	3
FNR 450 Community Forestry	3
Restricted electives with prior written approval of adviser	9
	<hr/>
	26

1990-92

Forest Resources Watershed, Chaparral, and
Fire Management Concentration

FNR 204 Resource Fire Control	2
FNR 250 Survey and Mgmt of Mediterranean Ecosystems	2
FNR 340 Resource Fire Management	2
FNR 342 Fire Ecology	3
FNR 345 Chaparral Management	3
FNR 350 Urban Forestry or FNR 450 Community Forestry	3
FNR 441 Forest and Range Hydrology	3
AE 445 Remote Sensing	3
SS 440 Forest and Range Soils	4
STAT 313 Applied Experimental Design and Regression Models	3
Restricted elective with prior written approval of adviser	1
	<u>29</u>

1990-92

Parks and Forest Recreation Concentration

FNR 342 Fire Ecology	3
FNR 350 Urban Forestry or FNR 450 Community Forestry	3
FNR 203 Resource Law Enforcement	3
FNR 311 Environmental Interpretation	4
FNR 410 Resource Recreation Management	4
FNR 417 Resource Recreation Planning	3
CONS 120/FNR 120 Fish & Wildlife Mgmt	3
LA 363 Recreation and Open Space Planning and Design	3
REC 210 Programming for Leisure	3
	<u>29</u>

1992-94

Forest Resources Watershed, Chaparral, and
Fire Management Concentration

FNR 204 Resource Fire Control	2
FNR 250 Survey and Management of Mediterranean Ecosystems	2
FNR 340 Resource Fire Management	2
FNR 342 Fire Ecology	3
FNR 345 Chaparral Management	3
FNR 441 Forest and Range Hydrology	3
SS 440 Forest and Range Soils	4
Restricted electives with prior written approval of adviser	7
	<u>26</u>

1992-94

Parks and Forest Recreation Concentration

FNR 100/339/CoOp.	4
FNR 311 Environmental Interpretation	4
LA 363 Recreation and Open Space Planning and Design	3
REC 210 Programming for Leisure	3
Restricted electives with prior written approval of adviser	12
	<u>26</u>

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -91/
RESOLUTION ON
FACULTY SUSPENSION WITH PAY

- WHEREAS, The President and/or his designees have the legal authority to take actions as necessary to ensure the safety and security of the university community, and
- WHEREAS, Faculty members are guaranteed confidentiality in personnel matters, and
- WHEREAS, Faculty members have the right to know the nature of any charges or investigations related to them; therefore, be it
- RESOLVED: That the following language be appended to Campus Administrative Manual (CAM) Section 346.3.C:
- ~~2. When a faculty member receives notice of temporary suspension with pay, s/he may request, in writing, within 20 calendar days, that the President provide the specifics of the allegation(s). Within 20 calendar days of such request, the President will provide, in writing, to the faculty member only the specifics of the allegation(s).~~
 2. When the President determines that there is strong and compelling justification to suspend a faculty member with pay, such suspension will not exceed 48 hours without formal written notice that will include at least: the length of the suspension and the nature or basis of the circumstances that precipitated the suspension.
 3. In the event that the President finds cause to proceed with disciplinary action, the President will give formal written notice that will include at least: the cause and reasons for disciplinary action, the procedures for disciplinary action, and the appeal rights of the faculty member.

Proposed By: The Academic Senate
Personnel Policies Committee
Date: October 9, 1991
Revised: October 29, 1991

Adopted:

ACADEMIC SENATE
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background Statement: Article I., Membership of the General Faculty, is somewhat vague which results in arbitrary identification of voting members of the General Faculty. Changes in Article I of the Constitution would assist in identifying voting members of the General Faculty.

AS- -91/
RESOLUTION ON
VOTING MEMBERSHIP OF THE GENERAL FACULTY

WHEREAS, The current description of the General Faculty within the Constitution of the Faculty is vague; and

WHEREAS, The current description results in an arbitrary identification of voting members of the General Faculty; therefore, be it

RESOLVED: That Article I of the Constitution of the Faculty be changed as follows:

Voting members of the General Faculty shall consist solely of those persons who are full-time academic employees holding faculty rank and occupying a position in an academic department, ACCORDING TO THEIR APPOINTMENT, within the university. Department chairpersons, DEPARTMENT HEADS, CENTER DIRECTORS, officers of the Faculty and representatives to The California State University Academic Senate will not cease to be members of the Faculty because of any reassigned time allotted to them by virtue of their offices. Personnel in Professional Consultative Services, as defined in III.1.b. of the Constitution, and full-time lecturers holding one-year appointments OF ONE YEAR OR MORE in academic departments are members of the General Faculty. Faculty whose appointments are full-time for an academic quarter are considered members of the General Faculty during each quarter of their full-time appointment. Voting membership of the General Faculty shall ~~not lapse because of leave of absence~~ DURING A LEAVE OF ABSENCE IF THE LEAVE IS ONE YEAR OR LONGER. Nonvoting membership in the General Faculty shall include all temporary, part-time academic personnel not included in the voting membership.

Proposed by: Academic Senate
Constitution and Bylaws Committee
May 9, 1991
Revised: November 5, 1991

AD HOC COMMITTEE FOR PROGRAM REVIEW CRITERIA

PURPOSE:

The purpose of the Ad Hoc Committee is to develop all identifiable aspects of criteria, program review committee size and composition, and process for program review, with the objective of improving academic quality of programs available at Cal Poly.

AD HOC COMMITTEE MEMBERSHIP:

Committee membership shall consist of 8 persons, one from each school and one from the Library. These persons will be appointed by vote of the Executive Committee of the Academic Senate.

Vacancies on the Committee will be filled by the same process, following nomination by the caucus from the school/library in which the vacancy occurred.

AD HOC COMMITTEE CHARGE:

1. This committee is to identify and recommend those factors which it deems relevant to the assessment of the quality of any academic program at Cal Poly. Such factors may be qualitative or quantitative in nature, but should be applicable, as nearly as possible, to all programs.
2. Recommend a process for applying the criteria in order to evaluate a program.
3. Recommend a report format for communicating the results of the evaluation to the Academic Senate and to the Administration.
4. Recommend the size, composition, and program selection process for the Program Review Committee.
5. Prepare a resolution to be submitted to the Academic Senate, which transmits the recommendations developed by the Ad Hoc Committee for Program Review Criteria.
6. Transmit the final report and resolution to the Academic Senate office by December 5, 1991.



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

400 Golden Shore, Suite 134, Long Beach, California 90802-4275 • (213) 590-5578 or 5550, ATSS: 635-5578 or 5550

Miss Senate 11/19/91

MEMORANDUM

TO: Academic Senate CSU *John Jensen (sk)* November 6, 1991
FROM: Faculty Affairs Committee
SUBJECT: Termination of employment if faculty in the Faculty Early Retirement Program at San Diego State University and CSU, Chico

This question does not fit the usual "Resolution format of Academic Senate transactions. Yet the basic issues involved, namely the alleged breach of contract, violation of order-of-layoff, and particularly breaking of tenure, are of such fundamental importance to the integrity of the academic process that the Faculty Affairs Committee is of the opinion that the Senate should discuss them in plenary session. The Committee is aware, in making this request, that the Senate does not and should not adjudicate personnel cases and the California Faculty Association has filed formal grievances on behalf of all the faculty who were terminated from FERP in apparent violation of the 1983 Memorandum of Understanding (MOU).

The following is a brief summary of the issues and actions involved, including, at the end, some suggested questions for openers in addressing the problem.

The original FERP contract, or MOU, was negotiated in 1983 and continues for about three years before being superseded by another contract. The agreement stipulated that tenured faculty eligible for retirement could teach half-time (whether within each semester or teaching full-time every other semester), while at the same time drawing retirement pay. It should be noted that the retirement pay would be at a reduced rate in exchange for the right to anticipate in FERP. Article 29, paragraph 6 limits the entitlement for participation to eight years.

Article 29, paragraph 16 stated that "A participant (in the FERP) shall be deemed a tenured faculty employee and shall maintain contractual rights and responsibilities of such, except as those rights are modified by this Article and statute".

The order of layoff, as defined in Article 38, paragraph 10 places tenured faculty last. In other words, all other faculty were to be laid off before tenured faculty. The paragraph does not distinguish between faculty in FERP as opposed to pre-retirement faculty.

-over-

In 1987 a new MOU was negotiated. It changed the order of layoff by stipulating that faculty under the new FERP could be laid off before full-time probationary faculty (Article 38, paragraph 10). The presidents of two campuses, San Diego and Chico, interpreted this to mean that faculty under the original FERP (1983-86) could be laid off ahead of full-time probationary faculty. Hence the dispute. Those faculty members who signed the contract for the original FERP did so in good faith, believing that both the bargaining agent and management meant what they had agreed to. In so doing, as noted, they accepted lower retirement pay.

1. Should the Academic Senate ask representatives from Management and CFA to come in and discuss the issues before the Senate? For example, could these representatives address the question, "Was it the intent if the parties who negotiated the MOU of 1987 to negate the agreements signed in the original FERP contracts?" (Dr. Milton Dobkin, one of the negotiators, says that such was not the intent).
2. Can the Academic Senate in some way present the dilemma to the Chancellor and the Board of Trustees without setting an undesirable precedent for intervention?

*Revisions Not
Submitted*

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2034-91/FA (Rev.)
September 5-6, 1991

7

THE DEFINITION OF "INDIRECT INSTRUCTION" IN THE
1991 MEMORANDUM OF UNDERSTANDING BETWEEN
THE CALIFORNIA STATE UNIVERSITY AND THE CALIFORNIA FACULTY ASSOCIATION

WHEREAS, The new Memorandum of Understanding (MOU) between the California State University (CSU) and the California Faculty Association (CFA) contains language reducing faculty weighted teaching units (WTUs) for "direct instruction" by three units per term, on the average, phased in over a three-year period, for non-S factor courses and only for tenured or tenure-track faculty; and

WHEREAS, This reduction in direct instruction WTUs is being referred to as "indirect instruction," and beginning with the 1992-93 academic year, the workload of probationary and tenured employees in the CSU shall include one unit of such "indirect instruction;" and

*} put in
working
group
contract*

WHEREAS, Representatives of the CFA and the CSU are developing a working definition of what constitutes "indirect instruction;" and

WHEREAS, The establishment of criteria and standards for evaluation of faculty is identified in HEERA as a joint responsibility of the Board of Trustees and the academic senate; and

and distribute to assign
WHEREAS, Any changes in the definition ⁱⁿ faculty workload could affect the evaluation of faculty; therefore be it

*changes
to work
with the Senate*
RESOLVED: That the Academic Senate of the California State University, exercising its proper role in the establishment of criteria and standards for evaluation of faculty, urge the Chancellor and the California Faculty Association to define "indirect instruction" in positive, constructive terms that recognize its value in improving the quality of faculty performance, for example, as a means for faculty to stay current in their professional disciplines.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2035-91/FA (Rev.)
September 5-6, 1991

8

FACULTY RESPONSIBILITY FOR CAMPUS DISCUSSION ON ISSUES
OF CRITICAL IMPORTANCE TO HIGHER EDUCATION

WHEREAS, It is one of the primary responsibilities of university faculty to initiate discussions on issues of critical importance to higher education; and

WHEREAS, The American Association of University Professors draft statement on the Political Correctness Controversy states that:

"Critics have accused American higher education of submitting to the alleged domination of exponents of 'political correctness' that is chilling the climate of debate on campus. This attack has been less than candid about its actual origin, which appears to be in an only partly-concealed animosity toward equal opportunity;" and

WHEREAS, The American Association of University Professors finds no contradiction between its founding principle of academic freedom and its long standing policy in support of affirmative action and equal opportunity and acknowledge that there are legitimate divergences of opinion; and

WHEREAS, The American Association of University Professors has "formulated and defended the ground rules that insure free debate in the academy;" therefore be it

RESOLVED: That the Academic Senate of the California State University encourage faculty to initiate ^{debate} through campus senates, discussions and forums ~~that encourage~~ ^{and} debate on academic freedom, equal opportunity, multi-culturalism, and all issues of critical importance to higher education.

Title does not state what it is about.
Define issue more clearly

Adapt AAU or compare with a statement in white paper

Need to IP issues (by faculty) + discuss all sides of the issue.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2040-91/GA (Rev.)
November 7-8, 1991

12
REV.

SUPPORT FOR THE ESTABLISHMENT OF
CAMPUS PUBLIC POLICY NETWORKS

- WHEREAS, Public policy decision-making is especially difficult in today's economic climate; and
- WHEREAS, Legislators may find it helpful to know about the ways that the California State University serves the people of California and about how specific legislative and other policy decisions affect individual campuses; and
- WHEREAS, On each campus resides a network of administrators, faculty, staff, and students who are knowledgeable about the programs and services offered by the CSU and who have the expertise to inform policy-makers regarding the impact of policy decisions on specific campuses; therefore be it
- RESOLVED: That the Academic Senate of the California State University encourage the Chancellor to urge each campus to establish a campus-level Public Policy Network, composed of some combination of administrators, faculty, staff, students, and alumni who are knowledgeable about campus programs and interested in public policy related to higher education, with the charge of providing information to policy-makers about campus programs and informing legislators and other policy-makers about campus issues and concerns related to specific public policy decisions; and be it further
- RESOLVED: That the Academic Senate CSU urge campus senates to support the establishment of Public Policy Networks on their respective campuses.

CAMPUS PUBLIC POLICY NETWORKS

Definition: A *campus policy network* consists of an informal group of students, alumni, faculty, and administrators who are reasonably interested and reasonably knowledgeable about politics and policy, especially at the state level.

Choose faculty from among *local senate leaders, the campus statewide senators, CFA local leaders, Political Science or other faculty who are involved and interested.*

Choose students from *local or statewide Associated Students officers, politically aware students who might be found in any major.*

Choose alumni from *local alumni organization leadership, and/or who have interests and knowledge in the topic.*

Choose administrators *whose portfolios include government relations, community relations, and/or who have interests and knowledge in the topic.*

A *campus policy network* would gather e.g. monthly, e.g. over lunch, to talk over what's happening. It would not necessarily promote letter-writing or other outcomes itself, leaving that instead to the different constituencies. It would instead concentrate on information exchange. It could lead to coordinated activities.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2043-91/AA
November 7-8, 1991

15

EDITORIAL CHANGE IN THE DEFINITION OF
CRITICAL THINKING FOR GENERAL EDUCATION-BREADTH PROGRAM

WHEREAS, Executive Order 338 provides a definition of the content and objectives of instruction in Critical Thinking*; and

WHEREAS: Instructional faculty have proposed a modification of this definition to reflect more precisely the content and terminology of Critical Thinking pedagogy; therefore be it

RESOLVED: That the Academic Senate of the California State University recommend that any Executive Order which supersedes E.O. 338 contain the following definition:

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion. ---

A. Stone

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ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

21R

AS-2049-91/GA
November 7-8, 1991

ok
SUPPORT FOR BUDGET PROPOSALS FROM THE CALIFORNIA STATE UNIVERSITY
THAT APPROPRIATELY REFLECT THE NEEDS OF CALIFORNIA'S CITIZENS

Accurately

access to higher education

WHEREAS, In the face of rapid increases in the size and changes in the demographic composition of California's population, (the mission of the California State University to provide) access to higher education for all eligible students has never been more urgently needed for sustaining California's economy and society; and *quality*

WHEREAS, On the base of a \$55.7 billion state budget, policy makers now face an estimated \$3 billion imbalance between state general fund receipts and expenditures for Fiscal Year 1992, with a further deficit likely for Fiscal Year 1993; and *\$6-7B.*

WHEREAS, Projected cyclical (recession-caused) imbalances between receipts and expenditures in the state budget, together with structural budget constraints such as state constitution-mandated expenditures, will require public policy makers to make difficult choices among competing priorities; and

WHEREAS, An inadequate budget for the California State University for Fiscal Year 1992 has resulted in students being turned away, declines in service to students and the public, *faculty lay-off.* decreased morale, cuts to libraries, laboratories, and other academic support functions atop longer-term erosion that now jeopardize the fundamental ability to provide instruction; and

WHEREAS, Attempts to maintain access without resource support for the fundamental ability to provide instruction ultimately mislead and disserve the people of California; and

(over)

WHEREAS, In dealing with difficult choices, including who shall be provided access, which specific academic programs and services can be continued, and whether adequate quality standards for academic programs shall be maintained, state policy makers should be provided with full information as to the budget and other requirements of maintaining educational programs and services in the California State University; and

WHEREAS, The Chancellor and the Board of Trustees have been clear and persuasive in their message to Californians that the mission of The California State University is of great value, but is jeopardized at current inadequate budget levels; and

WHEREAS, The California State University support budget for academic year 1992-1993 (the Gold Book) does not appear to articulate clearly the fact that student access, and the continuation of adequate academic programs and services needed for sustaining California's economy and society, are jeopardized by inadequate fiscal support; and

WHEREAS, The Chancellor, the chair of the Board of Trustees, and other Board members have sought in various meetings and in public statements to define for state public policy makers the fundamental choices that now loom in the face of a basic inability of the California State University to withstand further budget erosion without tragic losses of quality; therefore be it

RESOLVED: That the Academic Senate of the California State University declare that the ~~faculty~~ ^{CSU} is no longer able to fulfill ^{under current funding conditions,} the mission of the CSU as defined in the *Master Plan for Higher Education* within the constraints of the present budget and encourage campus senates to identify and communicate to appropriate officials ^{public} the ways in which the ability of their faculty to fulfill the CSU mission has been impaired; and be it further

RESOLVED: That the Academic Senate CSU encourage the Chancellor and the Board of Trustees to present a budget for the CSU that states realistically the support required ^{to protect quality} to maintain access, and continue academic programs and services for the people of California, and that defines for state public policy makers the fundamental choices that must be made if the budget allocation to the CSU is not ^{to be} appropriately increased in relation to the number of students served.

RESOLVED: That the Academic Senate CSU recommend ~~specifically~~ that the Chancellor, in presenting the 1992-93 budget, make clear that in 1991-92 the quality of instruction in the CSU ~~was~~ ^{has} decreased significantly and that the CSU ~~was~~ ^{is} unable to provide sufficient class sections and services for the number of students enrolled, identify the actual resources necessary per enrolled student in 1992-93 to provide an acceptable quality of instruction, and make clear the relationship between the level of funding provided to the CSU in 1992-93 and the enrollment that can be served adequately.

Move
to the
end. Now
last Resolved
clause.

for

Item
21

Proposed Amendment to AS 2049-91/GA

RESOLVED: That the Academic Senate, CSU declare that the current level of resource support per enrolled student allocated to the CSU is insufficient to maintain adequate quality standards for academic programs, provide sufficient ^{range of course sections} course sections, and services to enrolled students, and maintain the infrastructure of the institution, and urge the Chancellor to identify an appropriate minimum cost per student that should be used as the basis for setting the enrollment request for 1992-93; and be it further

reflect in earlier sections }

Resolved.

RESOLVED: That the Academic Senate, CSU urge the Chancellor ^{about} to revise the 1992-93 support budget either to increase the total resource request for the enrollment target currently under consideration (1991-92 annualized average) using an appropriate cost per student as the basis for the resource request or to lower the enrollment target to a level that (on the basis of an appropriate cost per student) can be served adequately by the total resources requested.